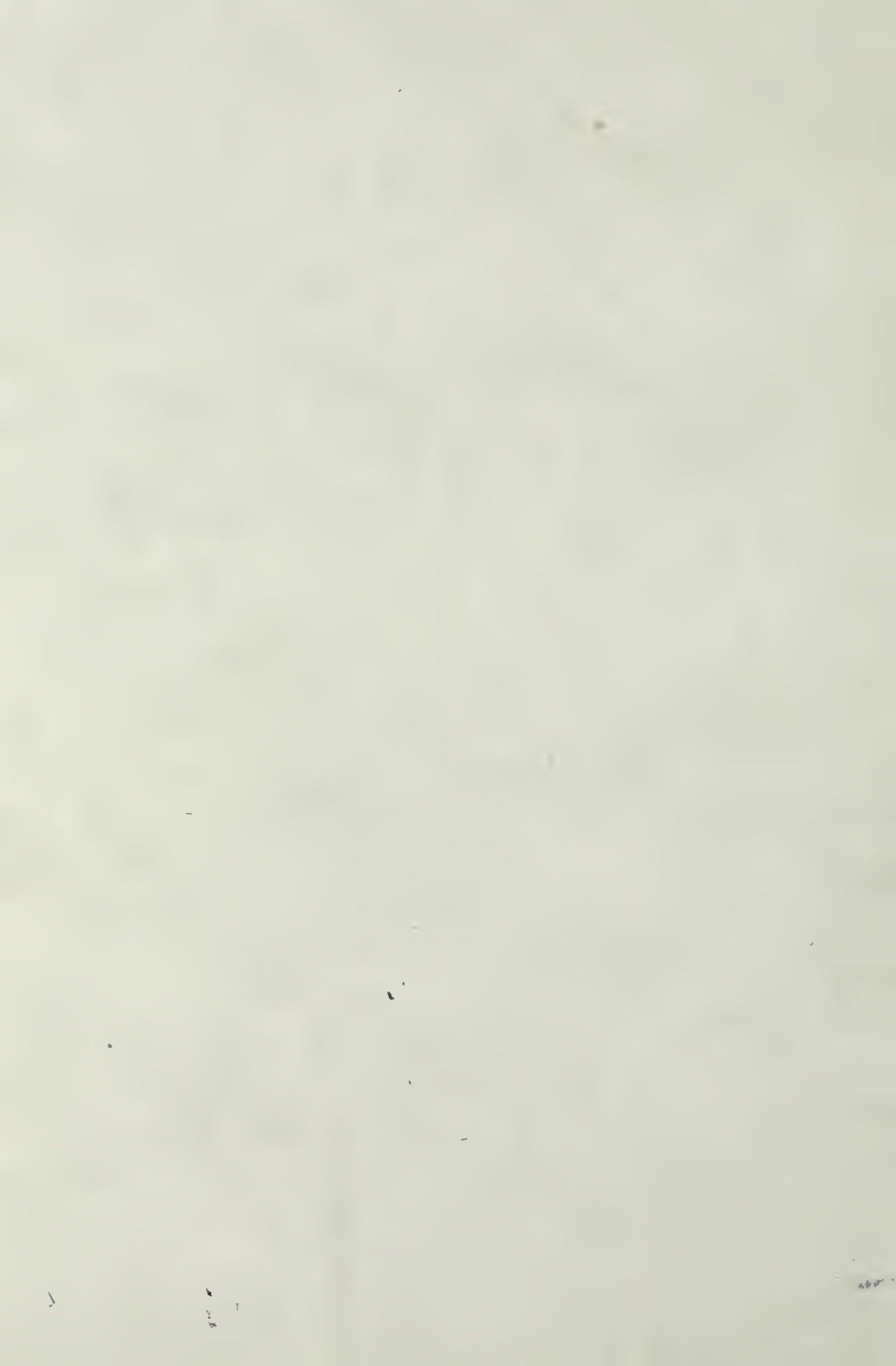


AN ANALYSIS OF ORGANIZATION DEVELOPMENT
CONSULTANT SKILL REQUIREMENTS

James David Spurgeon



NAVAL POSTGRADUATE SCHOOL

Monterey, California



THESIS

AN ANALYSIS OF ORGANIZATION
DEVELOPMENT CONSULTANT SKILL REQUIREMENTS

by

James David Spurgeon, III

June 1978

Thesis Advisor:

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An Analysis of Organization Development
Consultant Skill Requirements

by

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Captain, United States Air Force
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requirements for the degree of

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June 1978

ABSTRACT

The United States Air Force Leadership and Management Development Center (LMDC), Maxwell Air Force Base, Alabama, was created in 1975 at the direction of Chief of Staff General David C. Jones. Since that time, the consultative services and techniques of the LMDC traveling teams have expanded and matured, as have those of Army, Navy, and civilian organization development (OD) agencies. Major revisions are planned to occur in 1978 to both the nature and scope of LMDC activities. Essentially there will be a shift from a technology based on Schein's Process Consultation Model to a more data-based technology influenced by Bowers' work with survey-guided development. This study was undertaken to take advantage of the maturing technologies in the civilian sector and in the other Services, and provide to the LMDC a synthesized listing of the skills required of an OD consultant. The Kolb-Frohman model of the process of planned change provided the structure for data aggregation and the synthesized skills listings. Additionally, the process of Technology Transfer is discussed as it applies to this study and its future utilization. The value of this study lies in its concise listing of skills, knowledges, and traits required of a practicing OD consultant.

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I. INTRODUCTION

A. MILITARY AND CIVILIAN ORGANIZATION DEVELOPMENT

The Army, Navy, and Air Force are currently engaged in large-scale organization development efforts. While their basic goals are essentially the same, they have chosen distinctly different technologies to achieve those goals. Ultimately, all military leaders are concerned with the ability of their commands to perform their primary missions, be they actual combat or combat support. Realizing that the ever more powerful and sophisticated systems the military is acquiring will be able to achieve their potential effectiveness only as long as the organizations to which they belong are themselves effective, the leaders of the Army, Navy, and Air Force have decided to initiate bold new programs to enhance organization effectiveness through an approach radically untraditional in the military. Rather than create new evaluation/inspection teams, reports, or prescriptive manuals, they chose to borrow from the civilian sector... an approach which was gaining widespread acceptance there.

Organization Development (OD), under the intellectual and theoretical leadership of such men as Chris Argyris [2], Edgar Schein [45], Warren Bennis [6], Richard Beckhard [4], and others, was rapidly proving itself as a field with tremendous potential for enhancing organization effectiveness.

Although there were many different models and philosophies encompassed by the somewhat ill-defined field, still there was strong evidence that each could be effective if properly applied. And since a perceived need, a desire to meet that need, and a method for meeting it were all present in an environment which was sufficiently supportive, each Service initiated its own uniquely tailored OD program.

B. POSSIBILITY FOR TECHNOLOGY TRANSFER

The United States Air Force Leadership and Management Development Center (LMDC), Maxwell Air Force Base, Alabama, was created in 1975 at the direction of Chief of Staff General David C. Jones [10]. Since that time, the consultative services and techniques of the LMDC traveling teams have expanded and matured, as have those of the Army and Navy OD organizations. In September 1978, major revisions are planned to occur to both the nature and scope of LMDC activities. Essentially, there will be a shift from a technology based on Schein's Process Consultation Model [45] to a more data-based technology influenced by Bowers' work with survey-guided development [30,31].

The Navy has utilized survey-guided development as the fundamental technology in its OD program for the past seven years [20]. The Army also uses a survey in many of its interventions. It is imperative that the theoretical and practical knowledge which exists within each of the Services and the civilian sector be neither ignored nor re-invented

by the LMDC as it transitions to the utilization of this new (to the Air Force) technology. A certain amount of this knowledge may be expected to diffuse across organizational and institutional boundaries of its own accord. However, it has been shown that this diffusion process may take as long as 30 years if allowed to proceed unaided by active intervention [32]. If, however, the process of Technology Transfer is utilized, the time required will be greatly reduced. Technology Transfer has been defined as the process "... whereby research knowledge is transferred operationally into useful processes, products or programs that fulfill actual or potential public or private needs" [35]. This thesis and its author are to play a part in that transference of knowledge.

C. OBJECTIVES

This study was undertaken in an attempt to take advantage of the maturing technologies in the civilian sector and in the other Services, and provide to the LMDC a synthesized listing of the skills, knowledges, and traits required of an OD consultant. Such a study was of special interest due to the major revisions planned to occur in 1978 to LMDC consultation technology. A secondary objective was to provide the basis for future research into the creation of a curriculum to develop the skills, knowledges, and traits thus identified.

D. RESEARCH PHASES

In order to meet the objectives, it was necessary to conduct extensive research into the writings and activities of representative OD consultants and agencies, both civilian and military. Only in this manner was it possible to create a data base sufficiently large and well-balanced to allow a meaningful synthesis of data.

Research for the project was conducted in six phases. The first phase involved a field trip to the LMDC for background research. Also included on the itinerary was attendance at the Interservice Human Resources Development Conference held at Maxwell AFB. The second phase was a research trip to the Human Resource Management Center, Pearl Harbor, Hawaii. During the third phase, research was conducted at the Naval Personnel Research and Development Center (NPRDC) and the Human Resource Management Center (HRMC), San Diego, California. Phase four was civilian oriented and involved attendance at the Organization Development Network, a gathering of OD professionals from the United States and many other countries. Data were gathered from seminars, workshops, and interviews. Phase five consisted of a three week practicum at HRMC Pearl Harbor, during which the author participated in interventions in several types of commands. Phase six was a series of trips to the U.S. Army Organizational Effectiveness Training Center, Fort Ord, California. The focus of these active research efforts, as well as the

extensive literature review, was to identify the skills required of a consultant performing organization development interventions. The objective was to synthesize a listing of skills that would form a core of expertise necessary to each newly trained OD consultant. The model of an OD approach to consultation as developed by Kolb and Frohman [33] gave structure to the analysis and final results. Projected utilization of the thesis is in the development of training at the U.S. Air Force Leadership and Management Development Center to insure that each new consultant is able to perform at the level required by the Center and its clients, the operational units of the U.S. Air Force.

II. NATURE OF THE PROBLEM

A. ORGANIZATION DEVELOPMENT TECHNOLOGIES

Research and development efforts in the area of consultant skills has been as fragmented as the whole field of organization development. Differing technologies have their proponents with their own subsets of methodologies, requirements, and techniques. It was therefore necessary to conduct an extensive review of the OD literature related to each of the major organizational efforts taking place in the Army and Navy. While such a review may at first glance seem a fairly straightforward project, there were several complicating factors involved. These will be discussed in the following paragraphs. Obviously the civilian sector holds a great variety of technologies, each growing and mutating at differing rates. Without even the appearance of a unifying strategy or regulating body, OD as practiced by civilian consultants has perhaps as many schools of thought concerning the "right" way and the "necessary" skills as there are practicing consultants. This is not in itself either "good" or "bad"; it is simply a state of being.

B. OD IN THE NAVY

There are five Human Resource Management Centers (HRMC) located around the world. These are in Washington, D.C.;

Charleston, South Carolina; San Diego, California; Pearl Harbor, Hawaii; and London, England. Smaller Human Resource Management Detachments (HRMD) are located at eight additional sites. The HRMCs/HRMDs operate semi-autonomously, servicing clients in their geographical vicinity [17]. While some efforts are made at standardizing consultative styles, procedures, etc., there is in fact a significant number of differences between each [28]. The argument may be made that this allows flexibility in meeting particular needs of specific areas; however, it may also be pointed out that this leads to dissimilarities in interventions, education, expectations, etc., that may well be affecting the validity of the Navy-wide data bank. It has certainly allowed the development by each of the HRMCs of distinctly different listings of consultant-required skills [24,25,27]. On-site research was conducted at HRMC San Diego, and HRMC Pearl Harbor. Further, reference material was obtained from HRMC Norfolk. In this manner, representative information was obtained from East Coast, West Coast, and Pacific theaters of operation. This sampling from the different areas was necessary because of the different operational constraints placed on the Naval units in those areas.

C. OD IN THE ARMY

The Army has selected a decentralized approach to organization development, which it has renamed organization effectiveness (OE). The goal of the OE program is to place

at least two full-time consultants at every installation or in every organization equivalent to division level [53]. Once again, there is a wide variety of operational technologies and techniques utilized by the consultants in the field. These consultants, or organizational effectiveness staff officers (OESO), have a great deal of freedom to tailor their activities to the specific needs of the client. This freedom of action allows great flexibility to meet differing needs, but it also leads to a diversity of opinions from the practicing OESOs as to what constitutes a truly effective core of consultant skills. The Organization Effectiveness Training Center (OETC), Ft. Ord, California, performs the functions of the training and coordinating facility for OE. Also, the OETC has developed a series of knowledge and skills requirements it considers essential to the OESO [54]. Most of the literature concerning OE is currently coming from the OETC. However, the U.S. Army Research Institute for the Behavioral Sciences (ARI) is also conducting several studies on utilization and evaluation of OE, both in operational units and in formal school settings [57].

D. OD IN THE CIVILIAN SECTOR

In the civilian sector, OD has developed a great many technologies for affecting organizational change. These range from the very limited and highly structured approach used by Blake and Mouton [7], to the very expansive, unstructured approach favored by Schein [45]. While there are

also a great many definitions for OD, perhaps Beckhard [4, p. 9] best summarized the essence of an organization development effort in both civilian and military programs.

Organization Development is an effort
(1) planned, (2) organization-wide, and
(3) managed from the top, to (4) increase organization effectiveness and health
through (5) planned interventions in
the organization's "processes", using
behavioral science knowledge.

Obviously this definition allows for a wide variety of possible approaches to meeting its criteria. Bowers and Franklin [40] cite ten major categories of survey-guided development alone. In a comprehensive review of the instruments utilized in the survey-guided development technology, Spencer, Kemp, and Allen found more than 3,000 different kinds of surveys [47, p. 44]. Such diversity is characteristic of OD in the civilian approach to every other form of change technology as well. There are certain recognized leaders in theory and practice. However, each consultant is free to modify, or even innovate, as he chooses.

E. OD AT THE AIR FORCE LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER

The Air Force Leadership and Management Development Center (LMDC), Maxwell AFB, Alabama was established late in 1975, and the technology chosen as the basis for its OD efforts was process consultation, as developed by Edgar Schein of the Massachusetts Institute of Technology [45]. Process consultation focuses primarily on interpersonal and group

events, and engages consultant and client in joint diagnosis of organizational situations. All activities are headquartered at the same facility. A team of consultants travels from the LMDC to a unit which has requested assistance, conducts an intervention, and returns to the LMDC. Because of this centralized approach to consultation services, a high degree of standardization exists among Air Force teams and their techniques and workshops. That is not to say that each team operates in an identical manner. They do not. However, each team does have training in the same techniques, technologies, etc., to the same level of sophistication, from the same resources. In September 1978, the LMDC will initiate the use of a survey instrument and a technology derived from survey-guided development as proposed by Bowers of the University of Michigan [30, p. 23], modified by the Navy [31], revised by the Army [21], and now refined by the LMDC.

F. LACK OF UNIFYING RESEARCH

Thus far, writings in both the civilian and military sectors have been primarily concerned with developing the one technology utilized by the researcher. In the case of consultants 'who' use several technologies in their interventions, the writings may contain some comparisons, but seldom attempt a synthesis of knowledge or skill requirements. This thesis is such an effort.

G. TECHNOLOGY TRANSFER

As originally conceived, technology transfer was the process whereby scientific or technical knowledge was transferred from one area of use or development to another. However, current thought takes a broader perspective. According to Creighton, Jolly, and Denning [13]: "The result of technology transfer may thus be the acceptance by a user of a practice common elsewhere, or it may be a different application of a given technique designed originally for another use." It is in this latter context that this thesis is designed to produce its effects. In either context, however, an important element in the process is the active efforts of one or more individuals in affecting the transfer of technology. A name generated to describe the function of these individuals is "linker". Essentially, it is through the innovative and persistent efforts of these linkers within an organization that the technology transfer process is achieved [15]. Were it not for their efforts, the process would probably still occur, but at a pace more akin to diffusion. The model developed by Creighton, Jolly, and Denning of the information linker is depicted in Figure II-1.

FORMAL FACTORS

Method of Information
Documentation

The Distribution System

Formal Organization of the User

Selection Process for Projects
(Users' Contribution)

INFORMAL FACTORS

Capacity of the Receiver

Informal Linkers in the
Receiving Organization

Credibility as Viewed by
the Receiver

Perceived Reward to the Receiver

Willingness to be Helped

Source
of
Knowledge
(Supplier)

Utilization
of Knowledge
(User/
Receiver)

Figure II-1. The Information Linker Model

In this model, the Army, Navy and civilian sector may be considered as the Suppliers, while the LMDC is the User/Receiver. The author, in his capacity at the LMDC, will be acting as the Informal Linker.

III. PRESENTATION OF DATA

A. KOLB-FROHMAN MODEL

The Kolb-Frohman model of an OD intervention involves seven phases. These seven phases were used to give structure to the data gathered on consultant skills. Figure III-1 is that model [33].

PROCESS OF PLANNED CHANGE

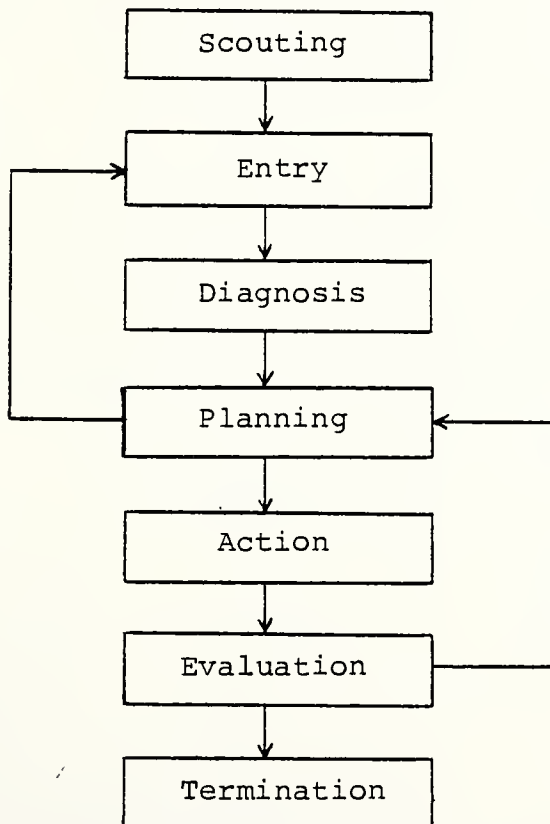


Figure III-1. Kolb-Frohman Model of OD Intervention

In the following pages, skills pertaining to each phase will be aggregated from the overall research findings. An eighth category, titled General Traits, was developed by the author to take into account those factors concerning OD consultants which, while not pure skills, were still repeatedly mentioned in the literature as being important to a consultant in his work. These data were drawn from Army, Navy, Air Force, and civilian writings, interviews, and presentations. Complete listings of data by phase, showing sector (Army, Navy, Air Force, Civilian) and reference, will be found in Appendix A.

B. SCOUTING

Figure III-2 depicts those skills which, when analyzed across all references, form a core for a consultant. If he has these skills, he may operate effectively as a consultant performing scouting activities with a tentative client.

SCOUTING SKILLS

Skill	References
1. Communication	
a. Written	24
b. Oral	12, 45
c. Non-Verbal	12
d. Active Listening	12
2. Discern principal actors, factors, and background issues	24, 59
3. Identify potential entry points for OD	54
4. Observation	12, 29

Figure III-2. Scouting Skills

C. ENTRY

Figure III-3 is a matrix of those skills required of a consultant during the entry phase of an OD intervention.

ENTRY SKILLS

Skill	References
1. Communication	
a. Written	24
b. Oral	10, 11, 12, 24, 26, 29, 37, 54, 57, 58
c. Non-verbal	12
d. Active Listening	12, 56, 58
2. Facilitating ownership transfer	12, 41, 54
3. Gaining client commitment to change	6, 7, 41, 45, 58
4. Goal setting	4, 24, 26, 28, 29, 54
5. Interpersonal Competence	4, 6, 37, 45, 57, 58
6. Knowledge and utilization of models and theories	31, 38, 54
7. Planning	4, 12, 24, 29, 45, 54
8. Securing entry	1, 10, 11, 12, 24, 26, 29, 31, 41, 54, 57, 58

Figure III-3. Entry Skills

D. DIAGNOSIS

Figure III-4 depicts those skills required of a consultant while conducting the diagnostic phase of an OD intervention. The larger matrix reflects the fact that this is the most complex phase of an intervention.

DIAGNOSIS SKILLS

Skill	References
1. Communication	
a. Written	24, 26, 30
b. Oral	10, 12, 24, 30, 58
c. Non-Verbal	12, 58
d. Active Listening	12, 57, 58
2. Conduct/administer a survey	10, 12, 24, 26, 29, 51, 54
3. Conduct historical research	12, 43, 54
4. Data analysis	12, 18, 24, 26, 28, 29, 30, 38, 45, 51, 56
5. Diagnosis	4, 8, 45, 50, 54, 56, 59
6. Facilitation	12, 14, 41
7. Feedback	12, 24, 26, 28, 29, 41
8. Group analysis	12, 37, 45
9. Issue identification	21, 26, 28
10. Knowledge and utilization of models and theories	6, 12, 24, 30, 31, 42, 43, 50, 54, 56
11. Non-survey data gathering	
a. Interview	6, 10, 12, 14, 24, 26, 29, 30, 41, 54, 56, 58
b. Observation	6, 10, 12, 14, 29, 30, 31, 41, 54
12. Organizational skills	37
13. Perform role of educator	34, 45
14. Problem identification	41, 54
15. Problem solution	4, 41, 54
16. Survey preparation	12, 24, 43, 54, 56

17. Synthesis of inputs	10, 24, 54
18. Work group/organizational coding	12, 21, 26, 50, 51

Figure III-4. Diagnosis Skills

E. PLANNING

Figure III-5 is a synthesis of skills required of a consultant during the planning phase of an intervention.

PLANNING SKILLS

Skill	References
1. Communication	
a. Written	12
b. Oral	12
c. Non-Verbal	12
2. Coordination of administrative details	12, 26, 37, 56
3. Goal setting	4, 12, 28, 29
4. Knowledge and utilization of theories and models	4, 6, 8, 12, 37, 43, 54, 56
5. Planning	4, 12, 24, 26, 28, 29, 37, 41, 43, 54, 56
6. Problem solving	4, 14, 28, 41, 42, 54
7. Role of expert consultant	34, 45, 54
8. Utilization of available resources	6, 54
9. Workshop design	8, 18, 23, 24, 29, 56

Figure III-5. Planning Skills

F. ACTION

The consultant skills required during the action phase of an intervention are depicted in Figure III-6. Again, a wide range of skills is necessary due to the need to adapt activities to a wide possible range of activities designed specifically for a client's requirements.

ACTION SKILLS

Skill	References
1. Communication	
a. Written	51, 54
b. Oral	10, 11, 12, 26, 29, 31, 37, 51, 54, 56, 58
c. Non-Verbal	12, 58
d. Active Listening	12, 58
2. Conducting continuing assistance	26
3. Conducting workshops	12, 18, 23, 24, 26, 29, 37, 41, 54
4. Dealing with conflict	12, 41, 54
5. Education orientation	1, 12, 28, 34, 43, 54, 56
6. Facilitation	1, 9, 12, 14, 23, 37, 42, 56, 59
7. Feedback	12, 18, 26, 29, 41, 51, 54
8. Goal setting	4
9. Group team development	8, 14, 26, 31, 43, 45, 51, 54
10. Knowledge and utilization of theories and models	4, 6, 8, 54, 57
11. Problem solving	4, 45

12.	Role of consultant	
a.	Expert	11, 12, 26, 28, 45, 50, 51, 54, 56, 58
b.	Process	11, 12, 26, 29, 45, 50, 51, 54, 56, 58
c.	Resource	11, 12, 26, 28, 45, 50, 51, 54, 56, 58
13.	Utilization of available resources	54
14.	Utilization of data	54
15.	Wrap up	10, 24

Figure III-6. Action Skills

G. EVALUATION

Figure III-7 is a depiction of those skills which a consultant needs during the evaluation phase of an intervention.

EVALUATION SKILLS

Skill	References
1. Communication	
a. Written	12, 26
b. Oral	12
c. Non-Verbal	12
d. Active Listening	12
2. Contracting for future work	24
3. Feedback	12, 26
4. Knowledge and utilization of models and theories	4, 56
5. Reducing involvement	45

6. Schedule activities	24
7. System diagnosis	4, 12
8. System evaluation	24, 43, 50, 54, 56
9. Use of survey	24

Figure III-7. Evaluation Skills

H. TERMINATION

A consultant who possesses the skills listed in Figure III-8 has the core expertise necessary to effectively conduct the termination phase of an OD intervention.

TERMINATION SKILLS

Skill	References
1. Communication	
a. Written	10, 24
b. Oral	11, 13, 24, 26
2. Ownership transfer	12
3. Termination	45

Figure III-8. Termination Skills

I. GENERAL TRAITS

Figure III-9 depicts those traits which tend to separate the more successful consultants from the less successful ones. The more of the traits a consultant possesses, the better the chances of successful completion of an intervention, providing the skills listed in the preceding figures are present.

GENERAL TRAITS

Skill/Trait	References
1. Broad knowledge base (general and organizational specific)	14, 24, 31, 47, 50, 52, 54, 56
2. Client oriented	1, 30, 34, 54
3. Committed	5, 55, 56
4. Communication	
a. Written	29, 43, 45, 47, 48, 54, 56
b. Oral	29, 43, 45, 47, 48, 54, 56
c. Non-Verbal	29, 45, 48, 56
d. Active Listening	29, 45, 48, 56
5. Credibility	11, 40, 56
6. Effective	19, 23
7. Integrative ability	21, 37, 48, 54, 56
8. Interpersonal competence	31, 43, 54, 59
9. Personal attributes	
a. Chronic positive expectations of people	37
b. Empathetic	9, 12, 54, 55, 56
c. Ethical/moral	6, 14, 42, 52, 56
d. Flexible	6, 12, 38, 48, 54, 56, 59
e. Goal oriented	1
f. Open	55, 56
g. Self-aware	16, 42, 49, 54, 55, 56
h. Self-disciplined	56

i. Self-reliant	42, 56
j. Sensitive/mature	6
10. Ability to role model	6, 13

Figure III-9. General Traits.

IV. DISCUSSION

A. SCOUTING SKILLS

During the scouting phase of a developing OD intervention, the most important thing a consultant must do is identify the appropriate entry point in the client organization. Failure in this activity may well doom the entire project to failure prior to its inception [33]. Because the relationship between client and consultant is a tenuous one at this stage, all correspondence between the two, as well as any face-to-face meetings, will be important as much for their statement of character and concern as for their technical content. Thus the ability to write and speak well, to the level appropriate for the prospective client, are skills the consultant must concentrate on either acquiring or strengthening. Additional communication skills, those of active listening and perception of non-verbal cues, are necessary to elicit from managers their reason for seeking assistance, and their commitment to the change process, respectively. The final two skills listed in the matrix are supportive of the primary skill, that of identifying the potential entry points for OD.

B. ENTRY SKILLS

Having selected the point of entry in the preceding phase, the consultant must now form both the legal and psychological contracts which will provide the bases for

his activities throughout the intervention. Certainly the ability to communicate in all the forms identified in the scouting phase are also appropriate in the entry phase. However, the requirements for oral communication are not only for conversational ability but also for briefing skills during entry. The two primary skills during this vital phase of the intervention are those of gaining client commitment to change and goal setting. If the client is not committed to the change process, rather than providing support and enhancing the change agent's effectiveness, he is likely to be either defensive or subversive to any activities threatening the status quo. The other skills listed in the matrix are thus supportive of the consultant's efforts to establish an effective working base with the client.

C. DIAGNOSIS SKILLS

Some 18 skills are listed as impacting on the effectiveness of an organizational change agent. However, knowledge and utilization of models and theories, as well as the General Trait (Figure III-9) of flexibility are keys to consultant effectiveness in the diagnosis phase of an intervention. This is the most complex phase of the change process and is the most often discussed in the literature, for it is here that the various OD technologies become rapidly divergent. But regardless of whether the technology used is that of Process Consultation [45], Grid Organization

Development [7], Survey-Guided Development [30], or any more or less structured approaches, the skills listed in Figure III-4 will provide the consultant with the tools necessary to accomplish his desired aim of affecting organizational improvement. Certain specific techniques will of course have to be included to meet any rigorous demands of a particular technology. For example, data analysis in survey-guided development utilizing computer-assisted techniques will require somewhat different statistical skills and levels of sophistication in data manipulation than would be the case in the more intuitive technology of process consultation.

D. PLANNING SKILLS

Having completed the diagnosis phase of the intervention, the consultant must now develop plans to accomplish the necessary changes indicated by that diagnosis. Certainly the technology chosen to affect those changes will, to a large extent, influence the planning. It is here that a broad knowledge base of theories and models, coupled with the freedom to utilize them, will greatly enhance a consultant's effectiveness. In the case where one technology is utilized to fit every situation, such as in grid organization development, a certain decrease in effectiveness must be expected. Regardless of limitations in the ability to employ various OD technologies, many of the administrative and workshop design activities will remain the same. A

consultant possessing those skills listed in Figure III-5 will be able to execute the planning phase of an intervention.

E. ACTION SKILLS

The action skills required are reflective of the diagnostic and planning flexibility possessed by a consultant. If limited to a single technology for diagnosis and action, certainly his plans and actions for implementing those plans will not be as diverse as those of another who may bring more than one alternative approach to a given situation. But the skills listed in Figure III-6 are still applicable during the action phase; only the diversity of their possible applications will vary. If planning was properly executed based on an accurate diagnosis, then the action phase will merely be an execution of the plan. The consultant will, however, have to be prepared to react to unplanned or improperly diagnosed situations. Such minor crises may be expected to occur as a rule rather than as an exception, and it is in dealing with them in an honest, timely manner that the consultant will need the other skills listed in the matrix.

F. EVALUATION SKILLS

Was the intervention a success? According to whose definition? By what criteria? Goals were set during the entry phase and, in all probability, were modified in light

of the diagnostic data. The consultant must now be able to objectively evaluate whether or not the goals (both client and personal) have in fact been met. If consultant and client determine a need for further work in the organization, it will be necessary to return to the planning stage. Depending on the client-consultant relationship in light of less than desired results, it may be necessary to return to the entry phase to redefine or solidify the consultant's base of action. Depending upon customer satisfaction, it may be possible to begin contracting for future work. Regardless of the relationship, however, if the evaluation reveals satisfactory results, it is the consultant's responsibility to begin to reduce his involvement in the change process, leading to the final phase of the intervention.

G. TERMINATION SKILLS

Having reached this final phase of the change process, the consultant must now ensure that ownership of the program and its processes is firmly implanted within the client organization. If he has done his job properly, he has effectively worked himself out of a job. If he sees that the intervention was a failure and there is no hope of salvaging it, he must also, ethically, terminate. For the consultant must not imbed himself within an organization and establish a parasitic relationship with it. Client dependency is not now a real problem within the military

OD programs. However, it is possible to establish the mind set that leads to calling for a consultant whenever there is a situation causing discomfort, and then expecting him to provide a solution, leave, and stand ready for the next call. Properly executed entry and termination phases will preclude such a distortion from occurring.

H. GENERAL TRAITS

While the traits in Figure III-9 at first read like a "wouldn't it be nice if..." list, they are in fact indicative of a consultant's chances of success. McClelland [37] has done research into differentiating the highly successful Navy HRM consultants from the less successful ones in terms of behavioral attributes. He found that:

The less successful clients were much more concerned about getting a message across. They were very concerned about doing the right thing and getting a "quality product."

The better consultants seemed to be more genuinely interested in what other people were thinking and feeling, and less concerned about getting a specific message across.

Thus, the very mind set of the consultant with regard to the "rightness" of his work is a factor in success/failure. Some of the skills listed can be taught, such as Communication and the Broad knowledge base. Others such as "Client oriented," and "Integrative ability," can be taught in the theoretical sense, but require some internalization by the consultant to make them more than nice-sounding words.

Finally, most of the traits, such as "Empathetic," "Flexible," "Open," etc., are things of which the consultant may be made aware, but which are reflections of a life-time of personality molding, and thus are not really teachable at all. But awareness of these traits does give some basis for evaluating the reasons for one consultant's success and another's failure, even though both seemed technically capable of succeeding.

V. CONCLUSIONS

A. VALUE OF STUDY

The value of this study lies in its concise listing of skills, knowledges, and traits required of a practicing OD consultant. These requirements are compiled according to the seven phases of an OD intervention, as modeled by Kolb and Frohman. By structuring the matrices in such a manner, it is possible to utilize them as the basis for a step-by-step analysis of an intervention and the reasons for a consultant's success or failure in each succeeding phase. It is also possible to utilize these matrices as the basis of a training program for future OD consultants. The curriculum can thus be constructed in a modular form, developing a student's capabilities in one phase before proceeding to the next. This has the benefit of allowing practical experience to be interspersed throughout the curriculum, rather than at the end, as in more traditional courses.

B. FUTURE RESEARCH

The natural follow-on to this study is the development of a training course to provide prospective consultants with the skills identified herein. Hopefully such a program would provide practical experience exercises at the end of each module. This would have the advantage of not only stretching the student throughout the curriculum but also

of providing a method of developing those "non-teachable" traits identified in the General Traits of Figure III-9. In courses where the practicum comes at or near the end of the curriculum, the student often finds himself inundated with theory early-on, disoriented by lack of ties to the practical or "real world" midway through, and disgruntled after the wrap-up practicum, saying, "If only I had known earlier what I was really preparing for!"

C. OBJECTIVES OF STUDY FULFILLED

This study has two objectives, then. The first being to synthesize from current OD literature and practical experience a unique, useful listing of skills, knowledges, and traits. That objective has been met. The second is to provide the basis for future research, either at the Naval Postgraduate School or at the Air Force Leadership and Management Development Center, into the creation of a training curriculum to develop these skills, knowledges, and as much as possible, traits. That objective, too, has been fulfilled.

APPENDIX A
RAW SKILLS LISTING BY PHASE

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		<u>SCOUTING</u>
12	Navy	ability to scout observation active listening reading non-verbals communication (oral, non-verbal)
24	Navy	ability to prepare background information form ability to prepare introductory letter ability to locate and use case files ability to prepare security clearance request
29	Navy	observation skills/sensing
45	Civilian	initial contact with the client organization
54	Army	how to identify ways to get into an organization to do OE
59	Civilian	ability to discern background issues, principles and factors

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		<u>ENTRY</u>
1	Air Force	provide education provide motivation
4	Civilian	interpersonal competence skills in goal setting ? skills in planning
6	Civilian	ability to discern whether or not commitment to change process present
6	Civilian	ability to form relationships based on trust
7	Civilian	ability to determine presence of commitment
10	Air Force	ability to communicate and insure understanding of services available from consultant briefing skills secure entry at each succeeding lower level
11	Navy	oral communication ability to work with all levels of command
12	Navy	prepare initial visit conduct initial visit team building

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		active listening
		briefing skills
		reading non-verbals
		ability to achieve ownership transfer
		communication (oral, non-verbal)
24	Navy	preparation for initial visit
		perform initial visit
		skill in assisting client in goal setting process
26	Navy	briefing skills
		conduct initial visit
		conduct goal development meeting
28	Navy	ability to assist commanding officers/ commanders in establishing organizational goals
29	Navy	observation skills/sensing
		briefing skills
		planning and goal setting
31	Civilian	synthesize variety of possible activities into useful intervention
		ability to provide realistic picture of capabilities and possible results
37	Civilian for Navy	making friends and contacts
		briefing skills

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
38	Civilian	ability to utilize a wide range of models of analysis and feedback
41	Civilian for Navy	ability to clarify consultant's role provide confidentiality dealing with resistance (recognizing, identifying causes, reducing) encouraging leader participation posting
45	Civilian	diagnosis develop helping relationship define the relationship set the formal contract set the psychological contract select an appropriate setting and method of work
54	Army	the part the general officer plays in dealing with large scale external influences the effects of individual, group, and organizational desired outcomes on the organization how an individual, group, or organiza- tion acquires, maintains, prioritizes, and changes its needs and desires (values)

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		how individuals, groups, and organizations use their needs and desires to establish a direction (goal) for action
		how a leader or manager of an organization can bring individual and group needs and desires into a single organizational direction of action
		how to promote OE in an ethical, responsible fashion without becoming overextended.
		able to explain the differing outcomes and approaches of HRD (human resource development) as they relate to OE
		able to present in a complete, accurate fashion the history, present activities, and potential of OE
		able to describe an Army (DOD) organization in systems terms
		able to get a group involved, create a climate that encourages the open sharing of information, focus the attention of group members on organizationally

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		relevant issues, and gather information that could lead to constructive improvement
56	Army	able to brief others active listening briefing ability negotiation ability marketing ability individual motivation ability
58	Army	attending behavior active listening support responding proper questioning reflection of feelings reflection of content or meaning summarizing feeling and content interpretation responding rendering advice gaining a commitment to change
59	Civilian	behavioral skills in breaking impasses and interrupting repetitive interchange provide emotional support and reassurance

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
<u>DIAGNOSIS</u>		
4	Civilian	problem solving system diagnosis
6	Civilian	conceptual diagnostic knowledge knowledge of theories and methods of organizational change operational and relational skills of listening, observing, identifying, and reporting
8	Civilian	ability to diagnose problems of an organizational nature accurately
10	Air Force	ability to conduct an interview ability to conduct/administer a survey interpersonal skills note taking analyze data oral communication
12	Navy	coding a work organization's structure supplemental question writing administer a survey conduct an interview prepare a computer run request personal observation use of unit (client) specific documents data analysis application of computer produced data

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		observation
		active listening
		briefing
		group dynamics analysis
		recorder feedback/clarification
		reading non-verbals
		perform as process consultant
		perform as expert consultant
		facilitation
		communication (oral, non-verbal)
14	Civilian	data collection
		facilitation of groups
18	Navy	survey analysis
21	Army	identify, select, and prioritize "issues"
24	Navy	preparation for HRM Survey
		conduct of HRM survey
		coding of organization
		process a survey computer run request
		develop supplemental questions
		administer a supplemental question-only
		questionnaire
		conduct interview
		EOQI usage
		demonstrate knowledge and under-
		standing of the HRM Survey item
		correlation

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to collect specific data for different agencies
		diagnose survey results by different dimensions
		ability to prepare a command retention projection
		ability to write a retention analysis
		ability to prepare Command Data Packages
		ability to write a comprehensive diagnostic report
		ability to write up results of the Command Drug/Alcohol Assessment
		ability to apply CEM data in a diagnosis analysis of coding data
		data feedback
		briefing ability
		knowledge of variations to the survey- guided development process
		ability to assist in work group feed- back sessions
		ability to assist commander in goal setting
		ability to develop a schedule of activities for an intervention

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
26	Navy	<p>work group coding</p> <p>survey administration</p> <p>group interviewing</p> <p>one-on-one interviewing</p> <p>analysis of survey results</p> <p>preparation of survey feedback package</p> <p>prepare written synopsis of client concerned</p> <p>write a comprehensive diagnostic report</p> <p>conduct feedback meeting with Commanding Officer and Department Heads</p> <p>issue identification</p>
28	Navy	<p>issue identification</p> <p>data-based analysis of client organization issue diagnosis</p>
29	Navy	<p>observation skills/sensing</p> <p>use of basic statistics</p> <p>interviewing</p> <p>survey administration</p> <p>data analysis</p> <p>data gathering</p> <p>data feedback</p> <p>feedback</p>

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
30	Civilian for Navy	data collection observation/recording skills analyze and synthesize data into an interpreted, coherent form condense analytic data and give clear, concise presentation that client can understand
31	Civilian for Navy	not be distracted by peripheral stimuli during observation ability to distinguish non-important peripheral stimuli from rele- vant peripheral stimuli knowledge of measurement, its tech- niques, assumptions, and limitations reliance on tested instrumentation and procedures
34	Civilian	must see self as educator and diagnostician
37	Civilian for Navy	skill in diagnosing behavior organizational skills knowledge of human relations and OD
38	Civilian	working collaboratively with a client
41	Civilian for Navy	data collection giving effective feedback

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		grouping problems
		problem identification
		identifying causes of problems
		identifying motivating discrepancies
		objectifying problems
		posting
		problem-list integrations
		separation of problem identification
		and problem solving
		staying task oriented
		sticking to the data
42	Civilian	ability to link views of the internal specialist and the external consultant
43	Civilian	designing questionnaires
		conducting organization research
		understanding the role of conflict
		in an organization
		understanding of an organization
		as a system
		understanding of the impact of
		management styles
45	Civilian	diagnosis
		developing a helping relationship
		process identification
		role definition

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		discerning leadership and authority in groups
		data gathering
		data diagnosis
50	Navy	knowledge of organizational functioning
		data collection
		data analysis
51	Navy	ability to determine organizational structure
		develop work group coding
		survey administration
		ability to select proper type of analysis to be conducted
		conduct analysis
		develop statements of trends and/or issues
54	Army	knowledge of effect of external factors and influences on an organization
		the use of an historical analysis as an information gathering tool
		knowledge of the part the general offi- cer plays in dealing with large scale external influences
		knowledge of the effects of individual, group, and organizational desired outcomes on the organization

Reference Sector

Skill

knowledge of how an individual group
or organization acquires, main-
tains, prioritizes, and changes
its needs and desires (values)

knowledge of how individuals, groups,
and organizations use their
needs and desires to establish
a direction (goal) for action

knowledge of how individual, group,
and organizational needs, desires,
and directions of action are
affected by external influences

knowledge of how to break a major
action sequence into a series
of measurable, smaller blocks

knowledge of how an organization uses
tools, techniques, and procedures
to achieve its desired outcomes

knowledge of how the formal ways an
organization is put together
affect the ways an organization
goes about performing its duties

knowledge of how behavior of individuals
and groups affects the performance
of an organization

Reference Sector

Skill

knowledge of how a group is formed,
takes in new members, organizes
itself to do work, maintains
itself, and creates and solves
problems

knowledge of how to form a relationship
with another person that will
generate information useful to
understanding what is going on
in an organization

knowledge of how to gather information
from a group of people that is
useful in understanding what
is going on in an organization

knowledge of how to create and use a
survey to gather relevant organi-
zation information

knowledge of how to use the GOQ developed
at OETC

knowledge of how to combine a wide
range of information in such a
way that it makes a single coher-
ent picture of an organization

knowledge of what part a manager or
leader plays in the running of
an organization

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		knowledge of how a manager or leader organizes the various parts of an organization
		knowledge of how external influences affect the behavior of a manager
		able to describe an Army (DOD) organization in systems terms (as a series of interlocking parts)
		able to understand an organization and its current functioning from an in-depth look at its history
		able to describe the needs and desires being expressed through behavior
		able to identify clear and measurable results which can be accomplished in a specific time period
		able to assist others to maximize the usefulness of their available time
		able to understand and explain how others are viewing the world by observing their behavior
		able to predict how others will organize their behavior when presented with various opportunities

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to understand, explain, and predict the development of a group and the internal behavior of the group by observing its behavior
		able to plan and initiate a broad information gathering program based on the behavior in an organization that will enable you to understand the organization more completely
		able to interview another person so that cooperation and organizationally relevant information is obtained
		able to get a group involved, create a climate that encourages the open sharing of information, focus the attention of group members on organizationally relevant issues, and gather information that could lead to constructive improvement
		able to design and give a survey
		able to administer and interpret the GOQ

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to organize all information collected into a coherent whole able to analyze current work practices and based on this analysis make recommendations leading to improvement
56	Army	knowledge of theories of management knowledge of theories of perception knowledge of theories of leadership assessment strategies active listening ability to interview educational diagnosis ability survey development and design survey-guided development systems analysis organizational assessment organizational diagnostic
58	Army	attending behavior active listening support responding proper questioning reflection of feelings reflection of content or meaning summarizing feeling and content interpretation responding
59	Civilian	diagnostic skill

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		<u>PLANNING</u>
4	Civilian	problem solving skills and knowledge skills in goal setting skills in planning understanding the process of change and changing
6	Civilian	knowledge of theories and methods of organizational change knowledge of sources of help
8	Civilian	understanding of the dynamics and realities of planned change skill and knowledge in experience- based learning methodology
12	Navy	able to prepare feedback strategy goal setting in light of diagnostic results activity identification and design scheduling activity preparation strategy selection communication (oral, written, non- verbal)
14	Civilian	help group members to get important data out in the open
18	Navy	workshop preparation and delivery

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
23	Navy	workshop preparation workshop design
26	Navy	develop a methodology of feedback for each organizational level design schedule of activities for HRAV with alternatives to address specific command needs
28	Navy	able to assist commanding officers in the assessment and develop- ment of unit programs able to assist command leadership in integrating individual and organizational goals able to assist command leadership in developing and updating action plans
29	Navy	planning skills goal setting program and workshop design
31	Civilian	ability to consult with manager on action proposals
37	Civilian for Navy	administrative skills organizational skills knowledge of human relations and OD
41	Civilian for Navy	brainstorming establishing criteria

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		matching solutions with diagnosed problems
		planning action steps
		prioritizing problems
		sequencing
		trouble-shooting
42	Civilian	ability to apply human relations technology to recurring people problems in organizations
43	Civilian	design of training
		understand role of conflict in organizations
		understand organization as a system
		understand impact of management styles
		design performance appraisal methods
45	Civilian	help client act upon process events which occur in the client's environment
54	Army	knowledge of the effect of external factors and influences on an organization
		knowledge of how individuals, groups, and organizations use their needs and desires to establish a direction (goal) for action

Reference Sector

Skill

knowledge of how a leader or manager
of an organization can bring
individual and group needs and
desires into a single organiza-
tional direction of action

knowledge of how to break a major
action sequence into a series
of measureable, smaller blocks

knowledge of how time as a tool can
be managed by techniques and
procedures

knowledge of how to use time/resource
planning techniques to promote
desired organizational outcomes

knowledge of how to use the techniques
and procedures of the competency
planning system to promote desired
organizational outcomes

knowledge of how to design the formal
elements of an organization to
promote the desired organizational
outcomes

knowledge of how individuals become
unique persons through the selec-
tive view of the world and how they
make sense of what they receive
(perception and cognition)

Reference Sector

Skill

knowledge of how an individual forms
his/her reasons for behavior
(motivation)

knowledge of how to promote respon-
sible risk-taking (predispose
possible change) in individuals,
groups, and organizations

knowledge of how an individual can
control his/her own behavior
and use this behavior to pre-
dispose behavior in others

knowledge of how to focus a group's
attention on a topic

knowledge of how to use a comprehen-
sive understanding of an organi-
zation as a basis for fostering
responsible organizational
improvement

knowledge of how to design and put into
action an educational program for
an organization, based on gathered
information

knowledge of how to use gathered
information to promote more
effective teamwork in an organization

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to locate and mobilize on site resources that can address issues identified which involve drug abuse and RR/EO
		able to develop reasonable outcomes and courses of action to achieve them that reflect the desires of an organization
		able to assist others to maximize the usefulness of their available time
		able to work with technical experts to promote complete organizational planning
		able to assist in organizing meetings in a manner that is most likely to produce high quality plans to organize and reorganize
		able to plan and initiate a broad information gathering program based on behavior in an organization that will enable you to understand the organization more completely
		able to use survey results to assist the organization to develop and implement constructive improvement

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to design structured workshops to meet organization needs and to promote desired improvements
		able to discover and mobilize resources other than yourself to serve the organization
		able to assist specialists in the application of their technology (e.g., budgeting, job enrichment) in the organization
56	Army	knowledge of theories of motivation knowledge of learning theory knowledge of theories of management knowledge of theories of leadership understanding of socialization/ indoctrination knowledge of organizational change and planned change processes planning strategies characteristics of effective groups conflict management model workshop design ability adult learning theory time management

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		<u>ACTION</u>
1	Air Force	ability to educate ability to motivate
4	Civilian	problem solving knowledge and skills skills in goal setting understanding the process of change and changing
6	Civilian	theories and methods of organizational change
8	Civilian	ability to function as a facilitator or catalyst for groups in the organization understanding of and skill in the consultative process; the ability to give help which is useful
10	Air Force	briefing skills preparation of final "perception packet"
11	Navy	oral communication ability to work with all levels of command
12	Navy	feedback of survey results to commanders and supervisors conduct activities document activities debrief unit commanding officer

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		provide assistance as required
		active listening
		briefing
		group dynamics analysis
		recorder feedback/clarification
		reading non-verbals
		process consultant skills
		expert consultant skills
		resource consultant skills
		feedback/feedback solicitation
		facilitation skills
		ownership transfer
		conflict resolution
		communication (oral, non-verbal)
14	Civilian	ability to develop the work team
		ability to assist group in airing
		important data
		facilitate groups
		develop in groups the ability to
		plan and problem solve
18	Navy	feedback
		workshop preparation and delivery
23	Navy	handle questions during workshop
		clarify objectives of a workshop
		tasking participants
		summarizing as workshop progresses

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		time management
		ability to work with others
		ability to work as a member of a team
		group maintenance skills
24	Navy	conduct an action planning workshop
		conduct a wrap-up session with the commanding officer
26	Navy	consulting skills
		group facilitation skills
		briefing skills
		conduct group feedback training
		conduct group feedback of data training
		conduct command action planning workshop
		ability to provide continuing assistance
28	Navy	provide command leadership with a method of continuing self-evaluation of action programs
		assist command leadership in developing skills and knowledge necessary to create a self-sustaining HRM capability
29	Navy	briefing skills
		process consultation skills

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		workshop facilitation techniques
		data feedback
		ability to provide effective feedback
31	Civilian	ability to present a model to users in such a way as to not generate resistance
		ability to make knowledge available in a supportive manner
34	Civilian	ability to educate managers in utilization of consultant pro- vided techniques
37	Civilian for Navy	group process skills briefing skills group management
41	Civilian for Navy	dealing with silence encouraging participation gatekeeping giving effective feedback guiding a discussion handling conflicts and misunderstanding posting staying objective summarizing
42	Civilian	ability to facilitate a personal growth group
43	Civilian	conduct training

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		conduct team building
		provide training in organizational communication
45	Civilian	ability to teach group or problem solving and decision making techniques
		develop group norms and group growth
		develop and enhance effects of inter-group cooperation and competition
		conduct an intervention
50	Navy	lessening of discrepancies between actual and ideal functioning
51	Navy	briefing skills
		interpretation of data
		presentation of feedback options
		conduct feedback sessions
		determine level of focus for issues
		construct issue statements
		conduct feedback sessions for issue statement
54	Army	knowledge of how an individual, group or organization acquires, maintains, prioritizes, and changes its needs and desires (values)

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		knowledge of how to use the techniques and procedures of the competency planning system to promote desired organizational outcomes
		knowledge of how to promote responsible risk-taking (pre-dispose positive change) in individuals, groups, and organizations
		knowledge of how to focus a group's attention on a topic
		knowledge of how to feedback survey information in a way that promotes an increase in organizational effectiveness
		knowledge of how to design and put into action an educational program for an organization based on gathered information
		knowledge of how to conduct the L&MDC course designed at OETC
		able to explain the differing outcomes and approaches of HRD as they relate to OE
		able to locate and mobilize on-site resources

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to present in a complete, accurate fashion the history, present activities, and potential of OE
		able to use stepwise results of a course of action leading to designed outcome as a basis for bringing an organization together (MBO)
		able to assist others to maximize the usefulness of their available time
		able to work with an organization to assist in implementing a compre- hensive personnel planning system
		able to manage conflict
		able to work as an outsider to assist in resolving conflict between others in a creative fashion
		able to assist others in taking responsible risks and to expand their personal horizons
		able to plan and initiate a broad information gathering program based on the behavior in an organization that will enable

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		you to understand the organization more completely
		able to get a group involved, create a climate that encourages the open sharing of information, focus the attention of group members on organizationally relevant issues, and gather information that could lead to constructive improvement
		able to present a complete picture of an organization to that organization in both spoken and written form
		able to conduct sessions with the organization using the gathered information to develop courses of action to improve the organization
		able to use survey results to assist the organization to develop and implement constructive improvement
		able to conduct workshops so that the desired outcomes are obtained
		able to conduct workshops or meetings that result in a higher degree of teamwork

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to conduct the OETC L&MDC course to achieve its desired outcomes
		able to assist a leader/manager to appropriately structure, maintain and improve his/her organization
		able to brief others (formally and informally) on your program
		able to lecture and answer questions on the concepts and principles involved in your work
		able to assist specialists in the application of their technology (e.g., budgeting, job enrichment) in the organization
56	Army	theories of motivation understanding of socialization/ indoctrination implementation of strategies conflict management model briefing ability platform ability group facilitation lecture ability group energizing skills individual motivation ability

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
58	Civilian	active listening support responding proper questioning reflection of feelings reflection of content or meaning summarizing feeling and content interpretation responding rendering advice gaining a commitment to change
59	Civilian	behavioral skills in breaking impasses and interrupting repetitive interchange a personal capacity to provide emotional support and reassurance

EVALUATION

4	Civilian	understanding the process of change and changing skills in system diagnosis
12	Navy	critique/debrief activities observation active listening reading non-verbals feedback/feedback solicitation communication (oral, written, non-verbal)

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
24	Navy	assessment of progress in client conduct of surveys using random sampling and stratified random sampling techniques schedule activities
26	Navy	conduct follow-up meeting write a follow-up brief
43	Civilian	develop measurement criteria for HRM programs reducing involvement
50	Civilian for Navy	evaluation of the effects of the change activities
54	Army	able to find and use the results of contact with an organization to both improve service to the organization and to add to your own learning
56	Army	evaluation strategies program evaluation

TERMINATION

6	Civilian	orientation to the ethical and evaluation functions of organiza- tional change agents
10	Air Force	present final "perception packet"
11	Navy	oral communication

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
12	Navy	ownership transfer communication (oral)
24	Navy	discuss possible continuing assistance activities complete End of Services Letter complete command case file complete HRAV debrief
26	Navy	briefing skills
45	Civilian	termination

GENERAL TRAITS

1	Air Force	goal oriented supportive of client in work toward goal
5	Civilian	ability to ensure organization commit- ment and internalization of change process
6	Civilian	orientation to the ethical and evalua- tive functions of organizational change agents high degree of behavioral flexibility sensitive and mature congruence of espoused values and actions
11	Navy	dedicated career Navy men and women demonstrated leadership ability sharp military appearance

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
12	Navy	flexibility empathy
13	Civilian	ability to role model for client
14	Civilian	honest, aggressively forthright, sensitive understanding of group processes
16	Army	understanding of self
19	Navy	ability to say and do things that make a difference able to put structure/meaning into ambiguous situations
23	Navy	proactive behavior
24	Navy	understanding of HRM purpose, goals, objectives and policies survey concepts, feedback, survey processing procedures
29	Navy	verbal/non-verbal communication effective listening communication skills
30	Civilian for Navy	orientation to client's well-being
31	Civilian	highly developed social skills links knowledge to action, resources to users work from and knows well, a model of organizational change

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
37	Civilian	<p>treats organization as a social system</p> <p>client-oriented</p> <p>integrator motive profile</p> <p>chronic positive expectations of people</p>
38	Civilian	Flexible in applications of models
40	Civilian for Navy	<p>ability to react positively with others</p> <p>upward mobility within their organization</p>
42	Civilian	<p>objectivity</p> <p>in touch with own values</p> <p>skills in advocating humanistic values</p>
43	Civilian	<p>clear verbal and written communication</p> <p>high interpersonal competence</p>
45	Civilian	communication
47	Civilian for Army	<p>commitment to self-improvement</p> <p>ability to address people at their own language level</p>
48	Navy	<p>ability to integrate</p> <p>ability to communicate</p> <p>ability to play in the other guy's ball park</p>
49	Civilian	self-aware
50	Civilian for Navy	<p>knowledge of valid model of effective organizational functioning</p>

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
52	Civilian	value system conceptualization of change process change technology
54	Army	knowledge of DA HRD concepts and their relationship to OE knowledge of Army's Alcohol and Drug Abuse Program and how OE can contribute knowledge of Army's RR/EO Program and how OE can contribute to its goals knowledge of how to work with other HRD programs and promote mutual outcomes knowledge of the history of OE in the Army knowledge of a systems approach to OE knowledge of the four step approach to OE currently used in the Army knowledge of military/civilian groups structure their interactions knowledge of special procedures (i.e., zero based budgeting, ORSA concepts) to address specific tasks

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		able to understand his/her own needs and desires and their effect on his/her behavior
		able to work with others needs and desires without seeing a need to change their needs or what they desire
		able to understand another from the other's point of view (e.g., active listening)
		able to express yourself clearly (e.g., I message)
		able to use language to open and predispose constructive improvement
		able to use fully one's personal attributes and to assist others to use theirs
		able to work successfully with leaders/ managers at all levels and in all settings
55	Army	commitment
		openness
		awareness of self
56	Army	credibility
		knowledge
		skills

<u>Reference</u>	<u>Sector</u>	<u>Skill</u>
		experience
		personal attributes
		credibility
		intrapersonal and human rights concepts
		human resources concepts
		value concepts
		communication theories
		interpersonal relationships
		rationale for OE in Army
		comprehensive theory of organizations
		effective communication
		writing ability
		commitment
		self-awareness
		empathy
		responsible risk-taking
		tolerance for ambiguity
		openness
		flexibility
		self-discipline
		self-reliance
59	Civilian	high professional expertise regarding social processes
		low power over fate of principals
		neutrality, or balance, with respect to substantive outcome

APPENDIX B [56]

THEORETICAL MODEL OF EXPANDED OESO ELEMENTS

CREDIBILITY

RANK	-----	*03 - *04 - 05, GS-9, GS-11
BRANCH	-----	AR, INF, FA, AGC, MSC, MP, ADA, SC, TC
ACADEMIC DEGREES	----	*BA, MA, PH. D.
CAREER STANDING	----	*Adv Crse, *2 yr. Retainability, *Top Quality
STATUS	-----	Civ, Military Off, NCO, Reserve

*Current MILPERCEN Policy

KNOWLEDGE

INTRAPERSONAL	----	Human Resources Concepts Theories of Motivation How Individuals Acquire New Behavior & Understanding Value Concepts Theories of Perception
INTERPERSONAL	----	Communication Theories Theories of Management Theories of Leadership Community Concepts Interpersonal Relationships
ORGANIZATIONAL	----	Rationale for Organizational Effectiveness in Army Comprehensive Theory of Organizations Understanding of Socialization/Indoctrination Theories of Organizational Change & Planned Change Processes

Organizational Effectiveness Concepts
 Assessment Strategies
 Planning Strategies
 Implementation Strategies
 Evaluation Strategies
 Characteristics of Effective Groups
 Conflict Management Model

SKILLS

COMMUNICATION	----	GT Effective Communication EN/D Active Listening EN/A Briefing Ability A Platform Ability GT Writing Ability
FACILITATION	----	D Interviewing Ability A Group Facilitation Group Processing Ability Group Sensing Ability Conflict Resolution Ability Team Building Ability Group Integration Ability EN Negotiation Ability
EDUCATION	----	P Workshop Design Ability A Lecturette Ability P Adult Learning Ability D Educational Diagnostic Ability
MOBILIZATION	----	EN Marketing Ability A Group Energizing Skills A/EN Individual Motivation Ability
RESOURCE	----	P Survey Development & Design D Survey Guided Development E Program Evaluation P Time Management D Systems Analysis D Organizational Assessment D Organizational Diagnostic

EXPERIENCE

MILITARY	----	Command Desirable Advanced Course
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TRAINING	----	Consultation Organization Development Management Development
APPLIED	----	OE (Comprehensive) Operation

PERSONAL ATTRIBUTES

COMMITMENT

SELF-AWARENESS

EMPATHIC UNDERSTANDING

RESPONSIBLE RISK-TAKING

TOLERANCE FOR AMBIGUITY

OPENNESS

FLEXIBILITY

SELF-DISCIPLINE

SELF-RELIANCE

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